65TH CONFERENCE ON EXCEPTIONAL CHILDREN

GRADUATION: The Measure of Tomorrow

We Tried Prevention Through Intervention- Now WHAT?! Using RtI for Eligibility

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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"Begin with the End in Mind"- Covey

- Circumstances created readiness for change-Sense of Urgency
- District sensed the need for change
- Created a vision for RtI/Multi-Tier System of Support
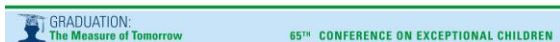- 3-5 years for implementation
- Allowed us to build a roadmap

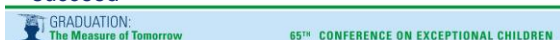GRADUATION: The Measure of Tomorrow   65TH CONFERENCE ON EXCEPTIONAL CHILDREN

Discrepancy Analysis

Vision	Current Reality
System of Support	Pre-Referral Process
3 Tiers of support	4 Tiers of failure
Data Analysis	Data Collection
Implementation Teams	One-man show
Embed in all we do	A thing we do
All children can and will succeed	50% proficiency

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Newport Elementary School
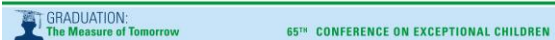
Year 1

"There are far better things ahead than
any we leave behind"-C.S. Lewis
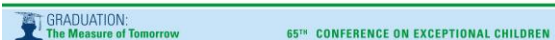
Systems and Structures

- Compared DIBELS and AIMS data with EOG
- Universal definitions and common language
- Training, coaching, modeling the problem solving process (TIPS)
- Created common understanding of comprehensive assessment system
- Critical Components Checklist
- I and E blocks for reading in all buildings
- Created a district implementation plan-scale up RtI K-12
- Utilized evidence based practices to scale up implementation
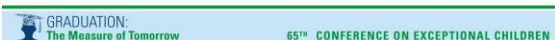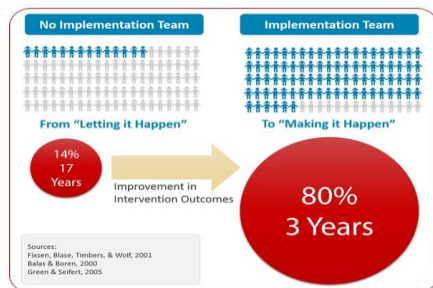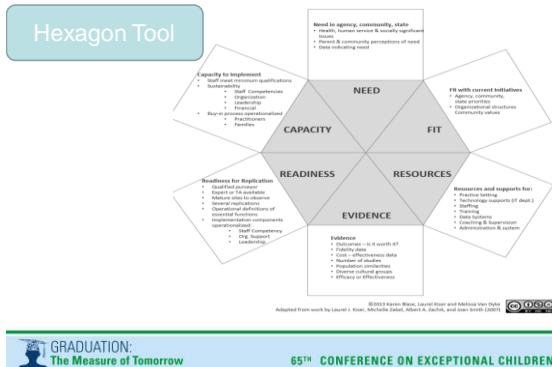 - Hexagon tool
  - Building and District Implementation Teams

Slide 1

Hexagon Tool

Need in agency, community, state
- Health, human service & socially significant issues
- Parent & community perceptions of need
- Data indicating need

Capacity to Implement
- Staff meet minimum qualifications
- Sustainability
  - Staff Competencies
  - Organization
  - Leadership
  - Financial
- Buy-in process operationalized
  - Practitioners
  - Families

Fit with current Initiatives
- Agency, community, state priorities
- Organizational structures
- Community values

Readiness for Replication
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized
  - Staff Competency
  - Org. Support
  - Leadership

Resources and supports for:
- Practice Setting
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

Evidence
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

NEED — FIT — RESOURCES — EVIDENCE — READINESS — CAPACITY

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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)

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Slide 2

No Implementation Team — From "Letting it Happen"
Implementation Team — To "Making it Happen"

14%
17 Years

Improvement in Intervention Outcomes

80%
3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005

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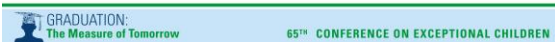
Slide 3

Instructional Supports

- Defined Tier 1, 2, and 3 supports at each tier (academic and behavior)
- Instructional Planning Forms
- Began building Exception Children/Regular Education instructional bridge
- What is "research based" or "evidence based"?
- How do we determine the effectiveness of our instruction?
  - Set the goal-80% proficient, 70-80% to benchmark, ambitious growth

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Feels Like the First Time

- Created a structure to analyze Tier 1
  - Instructional Planning Form
  - Current data and historical data
  - Critical conversations around instruction
  - Horizontal alignment

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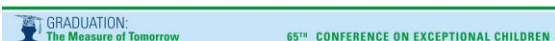
HAWKS Time

- Intervention block for reading only
- 1 hour block
- Created to address lack of growth in EC
- Used data to determine students in need of intervention
  - CORE assessments-to group students in interventions and identify skill gaps and strengths
  - Data now used in describing students strengths and weaknesses for EC services

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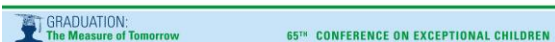
Change is Hard

- Reading specialists-CORE assessment data
- Problems with progress monitoring
- Reviewed Tier 1 plan: intensified critical conversations, adjusted IPF
- Data analysis form for all kids
  - Create expectations for teaching children with disabilities
- Progress monitoring fidelity plan created
  - Utilized Problem Solving Process to create solution

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Criterion Based Analysis

	PSF	NWF CLS	NWF WWR	DORF	DORF Accuracy	TRC
Criterion Standards	40	27	1	n/a	n/a	D
Latest Benchmark/PM						
Difference						

Individual Growth Analysis

	PSF	NWF CLS	NWF WWR	DORF	DORF accuracy	DORF retell	TRC
BOY Score				n/a	n/a	n/a	
Latest PM/Benchmark				n/a	n/a	n/a	
Difference				n/a	n/a	n/a	

Peer Analysis

	PSF	NWF CLS	NWF WWR	DORF	DORF Accuracy	TRC
% Proficient in First (green)	53%	57%	56%	n/a	n/a	52%
% Below Proficient (yellow)	35%	23%	44%	n/a	n/a	11%
% Need Intensive Support (red)	12%	20%	0%	n/a	n/a	37%
Indicate student's level of proficiency in relation to grade level peers				n/a	n/a	

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Changing the Tides

- Strengthening the core to identify who's at risk
- Coaching at Tier 3
- Revisited Tier 1 plans
  – How much growth is enough growth?
- Reviewing growth of groups
  – Cohesive service plan
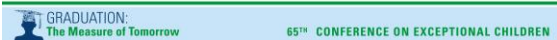- Sense of urgency kicked in

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We Made IT (we think)….

- Reviewed programs and instructional changes for effectiveness
- End of year data review
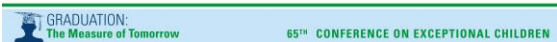- Utilized Hexagon Tool to help plan for math
  – Changes to schedule

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Year 2

"If the plan doesn't work, change the
plan but NEVER the GOAL!"

http://www.dailyinspirationalquotes.in

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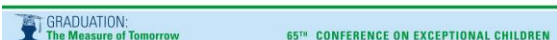_____

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Systems and Structures

- District data analysis to include DIBELS/AIMS data
- Reviewed common language
- On the C and I PLC agenda at every meeting
- District data review after each benchmark and EOG correlations
- Set decision making criteria
- Scaling up of PBIS and marrying RtI/PBIS-doubled PBIS
- Fidelity plan
  – How
  – Who
  – When
  – Fidelity of process and procedures

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Instructional Supports

- I and E for math and reading/writing
- Began Standard Protocol at Tier 2
- Book studies
- Problem solving at all the tiers
- Data driven conversations
- What Works Clearinghouse, Center on Instruction-tie to Tier 1
- Instructional planning forms and instructional conversations around 8 mathematical practices, big 5 plus writing for ELA, SIOP strategies

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Professional Development & Coaching

- Quarterly training
- Training for new employees
- AIMSweb and mClass training
- Coaching at data analysis meetings and tier 3 meetings
  - Modeled problem solving process
- Middle School
- Paperwork training-KWL
- Compelling Why
- Professional development for C & I staff and Central Office support staff
- Growth conversations-how much is enough?

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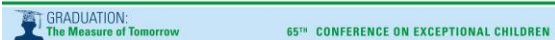
SLD Eligibility

- Dual Discrepancy
- All areas
- Oral Expression and Listening Comprehension
- Goal setting
- What is a comprehensive evaluation
  - Outline for reports
- Book study (**Kovaleski, J. VanDerHeyden, A, & Shapiro, E. (2013).** *The RtI Approach to Evaluating LD*)
- Family and Community meetings
- Can't vs. Won't assessment
- Training on goal setting
- Whole staff trained on transition and compelling why

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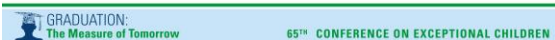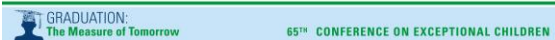
Implementation Science

- Terms of Reference
- School and District Initiative Inventories
- Redefined BIT
- Communication protocols
- Exploration and Installation Stage for middle schools
- Review initiative inventory-effectiveness of previous implementation
- Practice Profile
- Training plan

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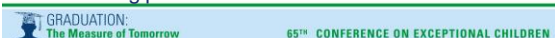
Sense of Urgency

- Increased Rigor, looked at fidelity
- Improved core instruction= improved reading intervention block time and math intervention
- Focused on research based instruction not programs-analyzing ALL student strengths and weaknesses to determine how to serve
- Data Mining-every student not meeting growth is discussed with every teacher on team, digging into the problem
- Started training for PBIS
- Data based decision making-no feelings allowed
- Building implementation team-grew and refined

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Ground Rules

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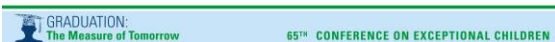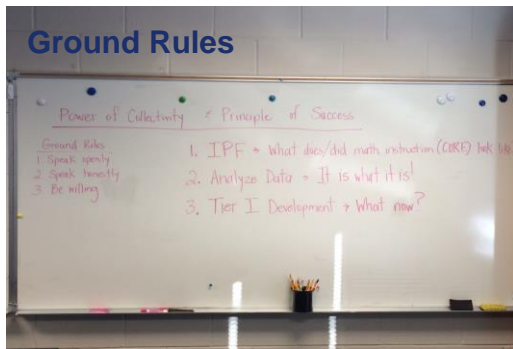
From Mine to Ours

- Increased fidelity of process and instruction
- Teachers started owning problem solving
- Started thinking outside of the box
    - Started sharing students
    - Started asking their questions about student needs and how to meeting them
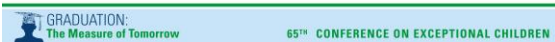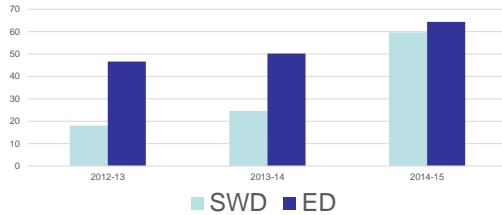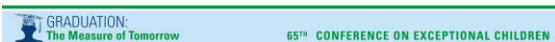   - Teachers collaborating outside of meetings to meet student needs

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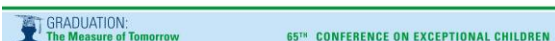
Did it work?

Percent Proficient-EOG Overall

SWD ■ ED

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EOG Proficiency

■ Reading ■ Math ■ Science

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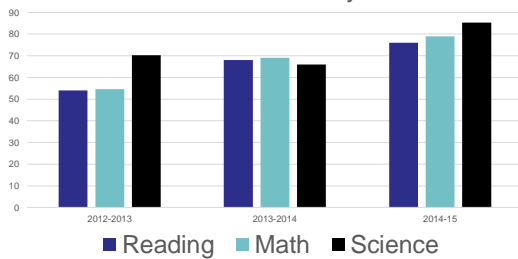
Exceptional Children's Placement Data

- 4 parent/doctor referrals-1 placement for Speech/Language Impairment
- 15 RtI referrals-13 placed for SLD, 1 did not qualify, 1 parent refusal
- 9% students receiving services

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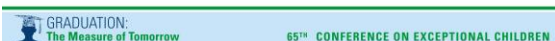
Year 3

From an *idea* to a *thing* we do to
improve instruction for all kids.
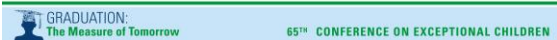
Systems and Structures

- Implementation in middle school; exploration and installation at high school
- Secondary Grant
- Universal Screening-AIMSweb, mClass, and Early Warning System
- Focus on Tier 2
- Keys to Comprehension and SIM strategies
- Vertical alignment of instructional strategies
- Book studies
- Quarterly PD, Bi-monthly BIT training, Bi-monthly PLC's
- Embedded in all we do
- Fidelity, fidelity, fidelity
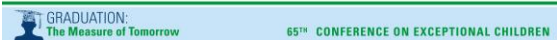
Implementation Science

- Terms of Reference reviewed, gap analysis work
- Review District and School Initiative Inventories
- Building Implementation Teams-combining efforts Leadership Team
- Stages of Implementation Analysis
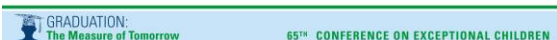
Not Resting on Our Laurels

- Almost 80% proficient in all areas-met AMO's in each area
- Refining processes at each tier
- Improved process for referral
  – What happens if a child is referred? Interventions and problem solving continue!
- Increased coaching and support
- Looking at data in a different way
  – How do we continue growth?
  – Gaps in growth
- Can't Do-Won't do
- Looking at the whole child-no longer individual pieces of data
- Refine BIT

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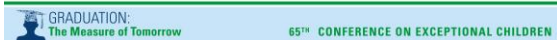The Measure of Tomorrow   65ᵀᴴ CONFERENCE ON EXCEPTIONAL CHILDREN

Great Work Shows!!!!

- Michelle Carraway-EC teacher of the year, Carteret County Schools
- Jody McClenny-AP of the year, Carteret County Schools
- Pat Baker-Newport Middle School Employee of year
- Amy Brubaker-Teacher of the year, Carteret County Schools
- Cheryl Twigger-Newport Elementary School Teacher of the year

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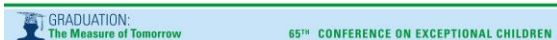The Measure of Tomorrow   65ᵀᴴ CONFERENCE ON EXCEPTIONAL CHILDREN

If we view students as the service they receive, then that's all they will be. If we view all students as a part of a system of supports, we have the opportunity to meet all student's needs!

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